

Literature Extensions

Saxon

Phonics 2

An Incremental Development

Comprehension
Literary Analysis
Phonics Reinforcement

Saxon Publishers, Inc.

OVERVIEW

The literature extensions for Saxon Publishers' *Phonics K–2* program are based on works selected from classic and contemporary literature. All titles have been carefully selected from core reading lists and should be readily available in school libraries or bookstores. Only one classroom copy per extension is required. (A complete list of titles is shown in the table of contents on page iii.)

The literature extensions provided in this tablet will serve as a literature companion for *Phonics 2*. They provide classroom instruction in the type of quality literature most teachers use to further their students' desire to read. Each extension provides practice in literary analysis and comprehension skills and also includes an activity for phonics reinforcement.

The literature selections should be read to students. Specific instructions are provided for the teacher regarding activities to do before reading the work, while reading the work, and after reading the work. As in the phonics lessons, questioning strategies are suggested to help students participate actively in the learning process. A variety of activities are included to address all learning modalities.

Fourteen literature extensions are provided, one to be given after every ten lessons. For example, Extension 1 should be taught after Lesson 10, Extension 2 should be taught after Lesson 20, and so on. Because each extension reinforces specific phonics concepts taught in the previous ten phonics lessons, it is important that the extensions be taught *after* the indicated lessons.

Masters of a Student Summary Sheet and a Silent Reading Chart are provided to help the teacher guide and supervise students' independent reading. The Student Summary Sheet allows students to summarize plot line and determine purpose for each selection they read. The Silent Reading Chart tracks the types of literature students choose. These tools will help the teacher ensure that students read and understand a variety of literary composition styles. Specific guidelines for the use of these materials are provided.

Saxon's *Phonics K–2* is a success-oriented series that enables most students to develop a solid foundation in reading, spelling, and comprehension. In keeping with the Saxon philosophy, the phonics series builds on prior learning, providing every student with the exposure needed to achieve mastery. The goal is to provide students with the information they need to be able to read independently.

TABLE OF CONTENTS

	Student Summary Sheet and Silent Reading Chart	v
Extension 1	<i>Arrow to the Sun</i> by Gerald McDermott	1
Extension 2	<i>The Garden of Abdul Gasazi</i> by Chris Van Allsburg	3
Extension 3	<i>Sylvester and the Magic Pebble</i> by William Steig	5
Extension 4	<i>Elbert's Bad Word</i> by Audrey Wood, illustrated by Audrey and Don Wood	7
Extension 5	<i>Tops and Bottoms</i> by Janet Stevens	9
Extension 6	<i>The Chinese Siamese Cat</i> by Amy Tan, illustrated by Gretchen Schields	11
Extension 7	<i>Waltz of the Scarecrows</i> by Constance W. McGeorge, illustrated by Mary Whyte	13
Extension 8	<i>Why Mosquitoes Buzz in People's Ears</i> by Verna Aardema, illustrated by Leo and Diane Dillon	15
Extension 9	<i>Running the Road to ABC</i> by Denize Lauture, illustrated by Reynold Ruffins	17
Extension 10	<i>Frederick</i> by Leo Lionni	19
Extension 11	<i>The Apple Valley Year</i> by Ann Turner, illustrated by Sandi Wickersham Resnick	21
Extension 12	<i>Ship of Dreams</i> by Dean Morrissey	23
Extension 13	<i>Julius, the Baby of the World</i> by Kevin Henkes	25
Extension 14	<i>Mufaro's Beautiful Daughters</i> by John Steptoe	27

STUDENT SUMMARY SHEET AND SILENT READING CHART

The Student Summary Sheet and Silent Reading Chart are materials designed to help you guide and supervise students' independent reading. Together, these tools will help you ensure that students read and understand a variety of classic and contemporary selections, prose and poetry, fiction and nonfiction alike.

The Student Summary Sheet (SSS) is a form that students complete every time they read a book. For each book read, students will identify the title and author; determine the book's purpose (whether it is written to inform, to entertain, to give directions, etc.), and write a short summary. Each summary should include a brief statement about the selection, a short description about a fact learned from the book (if nonfiction) or of an event from the story (if fiction), and an opinion about whether or not the student liked the selection. The SSS is designed to give students practice writing and to help you evaluate their comprehension of the material. You will also be able to use the SSS to complete the Silent Reading Chart.

The Silent Reading Chart (SRC) is provided to help you track which types of books students select and to ensure that students read a variety of genres. Students should be allowed to select books that are written by their favorite authors and that appeal to their personal interests; however, they should also choose books that challenge their reading abilities and represent different genres. Recording students' literature selections allows you to easily spot which kinds of texts students are missing and to assign books or topics to fulfill these needs. By giving students a well-rounded exposure to literature, you will help them discover new ideas, learn more about subjects they enjoy, and broaden their reading experiences.

At the beginning of the year, introduce students to the various texts available in the school or classroom library. Students should learn how to locate different kinds of books, including fiction, folktales, fairy tales, fables, poetry, plays, and nonfiction. Before allowing students to select their first books, conduct a brief classroom discussion about some reasons people read: to gain information, to be entertained, etc. After students select a story, have them share their books with the class and explain which type of book they picked and why they chose it.

Set aside a brief time (first thing in the morning, after lunch, following the phonics lesson, etc.) for the class to read silently. Do not allot too much time at first, but add time throughout the year as students appear ready.

Each student should complete a SSS for every book read. You may wish to review these forms before the first silent reading time and explain how to complete each section. Guide students through the first SSS assignment to make sure they understand. (Students with learning or writing difficulties may summarize the story orally while you, a classmate, or a teacher's assistant writes the summary on the SSS.) After checking students' papers, record their choices on the SRC to track the types of books students read. Then file the papers and send them home with students periodically for parents to review.

You should allow students to select their own books for the first month of school and record their choices on the SRC. At the end of the month, evaluate the chart to determine which kinds of literature students are not reading. If necessary, make suggestions to help incorporate these genres into students' selections. Thereafter, alternate between allowing students to select books and requiring them to read a specific type.

Periodically discuss the different types of books listed on the SRC to ensure students understand what they are reading. (This is especially true for poetry; many students may not comprehend a poem's meaning or its language.) The following are ways to incorporate discussions and literary variety into the classroom:

- Give students a topic or problem; you may assign one to each student or to the class as a whole. Guide students to select books that will provide information about the topic or problem; show them what resources are available in the classroom, library, or media center and explain how to access them. After students have read about and researched the assignment, discuss the topic or problem as a class. Ask meaningful questions that encourage students to think critically and elicit responses that will reflect students' understanding of the material. Each student should briefly summarize the book he or she read, explain the purpose for reading that particular book, and state whether the book offered information about the topic, explained how to do something, or helped to solve a problem.
- Have students share their favorite books with the class. Then determine which authors are most widely read among students. Discuss why they like a specific author's books, what they think about the books' artwork, and whether or not the author writes about the same subject from book to book. You might also compare and contrast works by different authors chosen by the class. How does the artwork vary among the books? Do some books feature illustrations while others contain photographs? What subjects do the authors write about? How are the subjects similar or different?
- Assign students to present and discuss different types of texts, using books they have read as examples. Students should explain a particular book's purpose (whether to inform, to entertain, to give directions, etc.) and what they liked and disliked about its genre. Ask questions that will lead students to determine the differences between fiction and nonfiction and to decide if some texts are easier to read than others. Have students explain why they enjoy reading one kind of genre more than another; then make a chart to discover which type of book most students favor.

STUDENT SUMMARY SHEET

Name: _____ Date: _____

Title of Book: _____

Author: _____

Kind of Book:

 Information

Entertainment

 **Directions**

Please write what the story was about (the plot).

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

SILENT READING CHART

[illegible]

ARROW TO THE SUN

by Gerald McDermott

(Give **after** Lesson 10.)

BEFORE READING/SET PURPOSES

Display the book cover and read the title. Identify the author/illustrator, and explain that Gerald McDermott wrote the words and drew the pictures. Point out the picture of the Caldecott Medal and explain its significance.

Take a picture walk through several spreads. Ask: *Who do you think this book is about? What do you see in the pictures?*

DURING READING

Why does the boy feel sad? (*The boy's friends make fun of him because he doesn't have a father.*)

Why does the Arrow Maker make the boy into an arrow? (*He knows the boy comes from the sun, and if he were an arrow, he could travel there.*)

How does the boy prove he is the Lord's son? (*He passes through the four chambers of ceremony.*)

What does the father tell the boy to do at the end of the story? (*return to Earth and bring the Father's spirit to men*)

AFTER READING/RETURN TO PURPOSES

Why do you think the Father lives in the sun? (*Possible answers: The sun was important for the Pueblo people for warmth, food, light, and other basic needs.*)

What do the illustrations tell you about the four chambers of ceremony? (*Answers will vary.*)

Which chamber do you think would be the most difficult? Why? (*Answers will vary.*)

What do you think the Father meant when he said, "Now you must . . . bring my spirit to the world of men." (*Possible answer: The boy's heart and mind would be filled with the powers of the sun.*)

FOLLOW-UP ACTIVITIES
.....**Pictures and Words**

Revisit the spreads in the book that show the four chambers. Identify each, and talk about what the students see. Invite students to choose one of the chambers and, based on the illustrations, write about what the boy went through while he was there. Have students read their descriptions.

Sunny Observations

Invite students to place classroom objects, such as markers, pencils, paper clips, and so on, on sheets of dark construction paper. Place the papers in direct sunlight. Ask students to predict what might happen. At the end of the day, remove the objects and discuss what happened. Ask if their predictions were correct.

Pueblo Art

Bring in books with pictures of the geometric shapes and symbols common to the Pueblo culture. Discuss the pictures, and talk about their similarities and differences. Invite students to create a picture of the sun that reflects some of these aspects.

THE GARDEN OF ABDUL GASAZI

by Chris Van Allsburg

(Give **after** Lesson 20.)

BEFORE READING/SET PURPOSES

Display the book cover and read the title. Identify the author/illustrator, and explain that Chris Van Allsburg wrote the words and drew the pictures. Point to the picture of the medal on the cover, and explain its significance.

Take a picture walk through several spreads. Ask: *Who do you think this book is about? Where does it take place? What do you want to find out about the dog and the boy?*

DURING READING

Why is the boy watching Fritz? *(so Miss Hester can visit her cousin)*

What happens when they reach the garden? *(The dog breaks the collar and runs into the garden.)*

What does Abdul Gasazi do to dogs he finds in the garden? *(He turns them into ducks.)*

How does Miss Hester explain what happened in the garden? *(She says that Mr. Gasazi was just tricking Alan, and Fritz had really found his own way home.)*

AFTER READING/RETURN TO PURPOSES

What words would you use to describe Fritz? *(Possible answers: naughty, mischievous, disobedient)*

Do you think that Mr. Gasazi really turned Fritz into a duck? Why or why not? *(Answers will vary.)*

Did you enjoy this story? Why or why not? *(Answers will vary.)*

FOLLOW-UP ACTIVITIES
.....**Pencil Drawings**

Discuss the illustrations in the book, and explain that Chris Van Allsburg created the pictures using pencil and paper. Explain that he worked on creating balance between dark and light tones for contrast and using a variety of tones. Invite students to draw a picture of an animal using pencil. Encourage them to use illustrations in the book for models.

Write a Letter

Ask students to write a letter to Abdul Gasazi, asking him to perform some magic. Have them describe what the magic trick would be and its purpose. Explain that the letters can be serious or humorous. Encourage students to share their letters.

Pet Care

Talk about Fritz the dog, and ask students what pets they have at home. Discuss care that the different types of pets need. Have students create word webs to show what pets need to stay healthy and happy.

SYLVESTER AND THE MAGIC PEBBLE

by William Steig

(Give **after** Lesson 30.)

BEFORE READING/SET PURPOSES

Display the book cover and read the title. Identify the author/illustrator, and explain that William Steig wrote the words and drew the pictures. Ask students what the animals seem to be doing on the cover.

Take a picture walk through several spreads. Ask: *Who do you think this book is about? What is the donkey holding? Do you think the story is realistic or a fantasy?*

DURING READING

What happens when Sylvester wishes it would stop raining? (*It ceases, or stops.*)

Why does Sylvester want to be a rock? (*to get away from the lion*)

How do Sylvester's parents try to find him? (*Possible answers: ask neighbors, go to the police, send the dogs out*)

How does Sylvester turn back into a donkey? (*His parents go on a picnic, find the pebble, and put it on the rock. Sylvester wishes to be himself again.*)

AFTER READING/RETURN TO PURPOSES

How did Sylvester feel while he was a rock? (*Possible answers: scared, lonely, hopeless, worried*)

Why did Sylvester's father put the magic pebble away in a safe? (*The family didn't need it.*)

How do you think Sylvester felt when he got home? (*Answers will vary.*)

Do you think this story is realistic or a fantasy? Why? (*a fantasy because the events in it couldn't really happen*)

FOLLOW-UP ACTIVITIES
.....**Rock Collection**

Take students for a walk and have them collect rocks. (Or you may wish to have students bring rocks from home.) Have students sort by shape, size, color, and other categories that they create.

Make a Wish

Invite students to imagine that they have found the magic pebble. Ask them what their wish might be. Have students write about and illustrate their wishes.

Domestic Animals

Explain to students that some animals live in homes or on farms instead of in the wild. Animals became domesticated by humans. Some domestic animals are kept as pets, and others provide us with wool or food. Some domestic animals were also used to carry loads. Have students make a list of domestic animals and find out more about them. Provide reference books to help.

ELBERT'S BAD WORD

by Audrey Wood

illustrated by Audrey and Don Wood

(Give **after** Lesson 40.)

BEFORE READING/SET PURPOSES

Display the book cover and read the title. Identify the author/illustrator, and explain that Audrey Wood's husband, Don Wood, also helped to draw the illustrations. Talk about the illustration that is on the cover, and ask where the boy might be.

Take a picture walk through several spreads. Ask: *Where does the story take place? What do you think is going to happen to the boy? What do you want to find out from the story?*

DURING READING

What does Elbert's bad word look like? *(It is ugly and covered with dark hair.)*

What happens when the croquet mallet lands on Elbert's toe the first time? *(He says the bad word.)*

How does the wizard gardener help? *(He finds new words and makes a cake with them.)*

What happens when the mallet lands on Elbert's toe again? *(He uses different words.)*

AFTER READING/RETURN TO PURPOSES

Why was everyone at the party shocked at Elbert? *(They couldn't believe he said such a bad word.)*

What happened to the word at the end of the story? *(It scurried into a dark hole and disappeared.)*

Would you like to go to an "elegant garden party"? Why or why not? *(Answers will vary.)*

FOLLOW-UP ACTIVITIES**Plan a Party**

Plan a classroom party to honor everyone's birthday. Create categories, such as *food, games, music, plates/napkins*, and so on. Have students think of items for each category. Invite parents to help with the party.

Different Words

Reread the part of the story where Elbert uses his new words when he is angry. Have students think of their own words to use when they are angry or upset. Help them to write the words and read them together.

Cooking Tools

Talk about the ingredients the wizard used to make the cake. Ask students to describe some of their favorite recipes. Then display measuring cups and spoons, and a bowl of rice or sand. Have students compare measurements and complete statements such as:

There are ___ half cups in one cup. There are ___ teaspoons in a tablespoon.

TOPS AND BOTTOMS

by Janet Stevens

(Give *after* Lesson 50.)

BEFORE READING/SET PURPOSES

Display the book cover and read the title. Identify the author/illustrator, and explain that Janet Stevens wrote the words and drew the pictures. Identify the animals on the cover, and point out the picture of the Caldecott Medal. Then identify the vegetables pictured and talk about how each one grows. Talk about the “tops” and “bottoms” of the vegetables.

Take a picture walk through several spreads. Ask: *Who do you think this book is about? Why do you think the bear is sleeping? This story is a fable. What other fables do you remember?*

DURING READING

What words would you use to describe the bear? (*Possible answers: lazy, rich, not very smart*) How would you describe the hare? (*hard-working, clever, tricky*)

What happens when Bear agrees to keep the tops of the vegetables? (*Hare keeps the bottoms, which are the best parts of the carrots, radishes, beets, and so on.*)

How does Hare trick the bear? (*He always plants a crop that results in his being able to keep the best parts.*)

AFTER READING/RETURN TO PURPOSES

How did Bear feel about his deals with Hare? (*He was angry at being tricked; he learned not to make any deals with Hare.*)

Why didn't Bear make any other business deals with Hare? (*He didn't trust him.*)

Would you like to be neighbors with Hare? Why or why not? (*Answers will vary.*)

FOLLOW-UP ACTIVITIES**Favorite Vegetables**

Revisit the story, and make a list of the vegetables mentioned in the story. Prepare a blank graph grid, and have students vote to choose their favorite vegetable from the list. Record the responses on the graph, and then ask comparison questions, such as the following:

Which vegetable is most popular? Least popular?

Bear Hunt

Revisit the picture of Bear, and invite students to share what they know about bears. Encourage them to describe bears, what they eat, and how they spend their winters. Then teach students the familiar pantomime game “Going on a Bear Hunt.” After students become familiar with the piece, encourage them to create their own movements to go with each sentence.

Tasting Party

Provide a tray with a variety of raw vegetables for students to taste. Encourage them to try vegetables that may be unfamiliar to them. Then make a list for each vegetable, and have students describe it by shape, color, and taste.

THE CHINESE SIAMESE CAT

by Amy Tan

illustrated by Gretchen Schields

(Give **after** Lesson 60.)

BEFORE READING/SET PURPOSES

Display the book cover and read the title. Identify the author's name and the illustrator's name. Ask students what job each person does.

Take a picture walk through several spreads: Ask: *What do you think this book is about? Where do you think it takes place? What do you think the cats will do?*

DURING READING

Why is the Magistrate foolish? *(He makes up rules that only help himself.)*

What is Mama Miao and Baba Miao's job? *(They dip their tails in ink to write the rules for the Magistrate.)*

How does Sagwa change the rules? *(She spills ink on the scroll and blots out the word not.)*

What are the three new Scrolls of Rules that the Magistrate wants? *(The people can laugh and joke; his house is open to all stray cats; Chinese cats will have dark faces, ears, paws, and tails.)*

AFTER READING/RETURN TO PURPOSES

How did the Magistrate change? *(At first he was angry; then he realized he enjoyed the singing.)*

How is the little kitten like her ancestor Sagwa? *(They were both naughty and got into trouble.)*

What was your favorite part of the story? *(Answers will vary.)*

Is there anything more you would like to find out about the story? *(Answers will vary.)*

FOLLOW-UP ACTIVITIES**New Rules**

Provide students with a variety of ink pens and long, narrow sheets of paper. Invite them to write a new rule for the classroom. Explain that the rule can be serious or funny. Roll up the sheets of paper and tie with ribbon. Then open and read the new rules.

China Reports

Provide students with reference books, and invite them to work together to find out more about China. Provide questions such as: *What types of food do the people eat? What types of homes do they live in? What sports are popular? What are schools like?* Encourage students to write sentences and draw pictures to create a report.

A Letter to the Author

Reread the story to the class, and ask students what questions they would like to ask the author, Amy Tan. Compose a class letter, asking the questions and telling the author what they liked about the book. Mail the letter to Ms. Tan in care of her publisher.

WALTZ OF THE SCARECROWS

by Constance W. McGeorge

illustrated by Mary Whyte

(Give **after** Lesson 70.)

BEFORE READING/SET PURPOSES

Hold up the front and back of the book cover, and discuss the scene in the cover illustration. Ask students to describe what they see. Read the title and identify the author and illustrator. You may wish to describe what a scarecrow is and what it is used for.

Take a picture walk through several spreads. Ask: *Who is the story about? What is the girl doing? What do you think might happen in the story?*

DURING READING

What are the old party clothes going to be used for? (*to make scarecrows*)

Why did people long ago have a harvest ball? (*The crops were the best ever.*)

What was the dark cloud approaching the ball? (*a swarm of hungry birds*)

Why did the people make scarecrows out of their fancy clothes? (*They were dressed in fancy clothes when they chased the birds away.*)

AFTER READING/RETURN TO PURPOSES

Do you believe that the people really heard music and saw scarecrows dancing? Why or why not? (*Answers will vary.*)

Why is Sarah sending her grandmother her old party dress? (*so her grandparents can make another scarecrow*)

What kind of relationship do you think Sarah has with her grandparents? (*Possible answers: They share; they care about each other; they enjoy doing things together.*)

Is there anything else you want to find out about the story? (*Answers will vary.*)

FOLLOW-UP ACTIVITIES
.....**Waltz Music**

Play a tape with waltz music. Highlight the three-beat rhythm to the music. Then show students a basic waltz step, and invite volunteers to try the step with you.

Call of the Crow

Provide reference books with pictures of crows, and revisit the illustrations of the crows in the story. Explain that crows often live on farmlands. They have strong beaks and are known for their intelligence. Crows feed on small animals, crops, and leftover food. Have students label the following parts of a crow: *beak, wings, eyes, tail, claws*.

Thank-You Note

Talk about situations when thank-you notes are appropriate. Write a class thank-you note that Sarah might have written to her grandparents. Then invite students to think of a person they would like to thank for a gift, a kindness, or a special favor. Help them to compose a thank-you note to send.

WHY MOSQUITOES BUZZ IN PEOPLE'S EARS

by Verna Aardema

illustrated by Leo and Diane Dillon

(Give **after** Lesson 80.)

BEFORE READING/SET PURPOSES

Display the book cover and read the title. Identify the author and illustrator. Talk about the style of drawings on the cover, and point out that the book won the famous Caldecott Medal. Explain that the story is a folk tale from West Africa.

Take a picture walk through several spreads. Ask: *Who do you think this book is about? What do you think the animals are doing? What do you think will happen next?*

DURING READING

Why does the iguana put two sticks in his ears? (*He doesn't want to listen to the mosquito.*)

Why won't Mother Owl wake up the sun? (*She is sad because her owlet died.*)

Who calls a meeting of the animals? (*King Lion*)

Why does Mother Owl finally hoot and wake the sun? (*The mosquito is going to be punished.*)

AFTER READING/RETURN TO PURPOSES

According to the story, why do mosquitoes buzz in people's ears? (*They buzz to ask if people are still mad at them.*)

What are some of the words the author uses to describe sounds that the animals make? (*Possible answers: mep, kaa, pem*)

What pattern does the story follow? (*One more animal is added to the list as the story goes on.*)

How do you know this story is a folk tale? (*Possible answers: Animals act like people; the story explains something; the animals learn a lesson.*)

FOLLOW-UP ACTIVITIES
.....**Puppet Play**

Have students make simple puppets from craft sticks or paper bags to show the characters in the story. Then have them reenact the story, using the puppets and some of the dialogue from the book.

Just the Facts

Provide picture and reference books and have students find out more about mosquitoes. Point out that mosquitoes are insects that live wherever there is fresh water. Mosquitoes lay eggs on the surface of ponds, lakes, and ditches. Female mosquitoes feed on blood from mammals or birds, and males feed on nectar. Draw a simple outline of a mosquito or another insect, and have students label the body parts: *head, thorax, and abdomen*.

What's the Buzz?

Have students pretend they are the mosquito. Ask what they would ask or say in people's ears. Have them write their responses and draw a picture to illustrate them.

RUNNING THE ROAD TO ABC

by Denize Lauture

illustrated by Reynold Ruffins

(Give **after** Lesson 90.)

BEFORE READING/SET PURPOSES

Hold up the front and back of the book cover, and have students describe the illustration. Read the title and identify the author and illustrator. Explain that Denize Lauture wrote this story based on his childhood in Haiti. Show where Haiti is located on a map or globe.

Take a picture walk through several spreads. Ask: *Where do you think the students are going? What is the countryside like? Why do you want to hear this story?*

DURING READING

Why do you think the students need to leave so early? (*They travel by foot; they are traveling a long distance.*)

What does the author mean when he writes, “Sunlight and shade are their only clocks.” (*The students tell time by using the sun instead of clocks and watches.*)

What types of animals do you see in the illustrations? (*Possible answers: spiders, slugs, frogs, bugs, crickets, lizards, donkeys, mules, horses, butterflies*)

Why do you think the road is called “the road to ABC”? (*The road leads to school.*)

AFTER READING/RETURN TO PURPOSES

How do you think the students feel about going to school? Why? (*Possible answer: School is important because they make a lot of effort to get there.*)

What can you tell about the weather from the illustrations? (*The weather is warm; you can tell by the clothing the people wear and by the plants and environment.*)

How is your trip to school the same or different? (*Answers will vary.*)

Is this story realistic or a fantasy? (*realistic*)

FOLLOW-UP ACTIVITIES**The Road to School**

Talk about different ways that students get to school. Make a list, and then prepare a bar graph grid. Have students color a square to show how they usually get to school. Ask comparison questions, such as: *Do more people ride the bus or walk to school? How many more people walk to school than ride bikes?*

Ways to Travel

Throughout the world, students are fascinated by trucks, cars, and things that move. In some parts of the world, ready-made cars and trucks are not available. Students in Haiti create model cars and trucks from vegetables and fruits. For example, they might slice an apple to make wheels for a car made from a papaya. Provide a variety of classroom materials, and invite students to make their own cars and trucks. Students may also wish to bring in some recyclable items from home. Make a display of the different kinds of toys.

Use the Internet

Revisit the story, and make a class list of things in the illustrations or the story that may be unfamiliar to students: *millet, yams, yucca, palm trees, lizards, sugarcane, turtledoves*. Help students to use the Internet to find out more about Haiti. Print out pictures and information, and make a display.

FREDERICK

by Leo Lionni

(Give **after** Lesson 100.)

BEFORE READING/SET PURPOSES

Display the book cover and read the title. Identify the author/illustrator. Point out that Leo Lionni has won many awards for his books for students. Talk about the cover illustration, and ask what students know about Frederick from the picture.

Take a picture walk through several spreads. Ask: *Where does the story take place? What are the mice doing? What do you think will happen next?*

DURING READING

What are the mice doing? (*gathering food for winter*)

Why are the other mice upset with Frederick? (*They think he is not helping with the work.*)

How does Frederick explain what he is doing? (*He says he is gathering sun, colors, and words for the long winter.*)

What happens when winter comes? (*As the winter gets long and food runs out, Frederick helps them feel better with his songs and poems.*)

AFTER READING/RETURN TO PURPOSES

How does Frederick help the other mice feel better? (*He reminds them of the sun and beautiful colors and says a poem about the seasons.*)

Do you think Frederick's work was as important as the other mice's work?
(*Answers will vary.*)

Is the story realistic or a fantasy? Why? (*a fantasy because the events couldn't really happen*)

FOLLOW-UP ACTIVITIES
.....**Rodent Information**

Explain to students that mice belong to a group of mammals called *rodents*. They have front teeth that never stop growing. Most rodents live in burrows and feed at night on seeds and plants. They can breed very quickly. Provide reference books, and have students find out about different types of rodents. Invite students to make a mural showing different kinds of rodents. Point out how they are alike and different.

Cut Paper

Revisit some of the illustrations in the book, and talk about the cut-paper technique that the author used. Invite students to experiment with this technique. Then have them use the technique to illustrate their favorite part of the story.

Colorful Pictures

Reread the page in the story where Frederick talks about colors. Write the words *blue*, *red*, *green*, and *yellow* on chart paper. Invite students to make a list of things that they think of when they focus on these colors. After the lists are complete, have students write another description that Frederick could share with the mice.

THE APPLE VALLEY YEAR

by Ann Turner

illustrated by Sandi Wickersham Resnick

(Give **after** Lesson 110.)

BEFORE READING/SET PURPOSES

Display the book cover by showing both the front and back covers. Talk about the scene that is shown. Read the title and identify the author and illustrator. Ask what job each person does to make the book.

Take a picture walk through several spreads. Ask: *Where does this story take place? What season is shown? What do you think might happen in the story?*

DURING READING

Why does the father puff smoke into the beehives? (*so the bees will sleep and they can move the hives into the orchard*)

What is a kit? (*a baby fox*)

What do Tim and Martha wish for when they see a shooting star? (*Martha wants to see the foxes, and Tim wants new boots.*)

What will the family do with the apples from the orchard? (*keep some to eat and sell the rest*)

Look at the picture that shows the father working with the bees. What is he wearing? (*a special hat to protect him from the bees*)

AFTER READING/RETURN TO PURPOSES

How much time goes by during the story? How do you know? (*One year; the story starts in the winter and ends in the winter.*)

How does the family work together? (*Possible answers: they work together in the orchard, they pick apples together, they work with the bees.*)

What does it take to make a good apple crop? (*Possible answers: pruning, rain, bees, a fox in the orchard*)

Is the story realistic or a fantasy? Why? (*realistic*)

FOLLOW-UP ACTIVITIES
.....**Apple-Tasting Tally**

Bring in several different types of apples. Have students describe each. Then cut them into small pieces, and invite students to sample each and describe the taste. Take a class vote to decide which apple is the favorite; use tally marks to record the votes.

Observations

Bring in a real piece of honeycomb for students to explore. Explain that honeycomb is made from the wax that bees produce. The honeycomb is used as a nest for the bees; they also store their honey in the honeycomb.

A Year Goes By

Revisit the story, talking about how the apple tree changes in each season. Ask students to name a tree near your school, and talk about how the tree changes during the year. Invite students to fold a sheet of drawing paper in fourths and draw a picture of the tree during each season. Encourage them to write a brief description of the tree during each season.

SHIP OF DREAMS

by Dean Morrissey

(Give **after** Lesson 120.)

BEFORE READING/SET PURPOSES

Display the book cover, read the title, and talk about the illustration. Ask if the story might be realistic or a fantasy. Identify the author/illustrator, and explain that each illustration was done as an oil painting.

Take a picture walk through several spreads. Ask: *Who is the story about? Where does it take place? What do you think the “ship of dreams” might be?*

DURING READING

Why does Joey try to stay awake? (*He wants to see the Sandman.*)

What happens as he starts to fall asleep? (*He finds himself flying through the sky in his red wagon.*)

What does the Sandman do? (*He travels in the sky just behind the sunset and sprinkles sleeping sand on every child.*)

When does the Sandman hang a new star? (*Every time a new child is born, he hangs it over the town the child is born in.*)

AFTER READING/RETURN TO PURPOSES

What did Joey think when he saw his wagon? (*His adventure wasn’t a dream.*)

Do you think Joey met the Sandman, or was it a dream? Why or why not? (*Answers will vary.*)

If you met the Sandman, what would you ask him? (*Answers will vary.*)

FOLLOW-UP ACTIVITIES**Traveling Light**

Revisit the part of the story where Joey thinks about what to pack in his wagon for his adventure. Draw a simple outline of a wagon, and have students make a list of what they would pack in the wagon. Have students compare their lists.

Galaxies of Stars

Explain to students that stars gather together in groups that are called *galaxies*. Our galaxy is called the *Milky Way*. Scientists name and identify groups of stars in the galaxy. Show students pictures of famous constellations and discuss their names. Invite students to draw a picture of a constellation they would like to see. Have them name their constellations.

Roman Numerals

Revisit pages 6–7 in the story, and talk about the numerals on the clock. Ask where students have seen these types of numerals. Help students write Roman numerals from one to twelve on index cards. Then have them write standard numbers from one to twelve. Students can play a concentration game, making matching pairs.

JULIUS, THE BABY OF THE WORLD

by **Kevin Henkes**

(Give **after** Lesson 130.)

BEFORE READING/SET PURPOSES

Display the book cover and read the title. Identify the author/illustrator. Talk about what students see on the cover, and ask what the girl mouse might be doing.

Take a picture walk through several spreads. Ask: *What has happened to the family in the story? What do you think the baby will do? Have you heard any other stories about Lilly?*

DURING READING

What does Lilly do before the baby is born to be a good big sister? *(She sings, gives him things, and tells him secrets.)*

What changes after the baby is born? *(She thinks the baby is disgusting.)*

What does she do to show she doesn't like her brother? *(Possible answers: She takes her things back, pinches his tail, yells insults.)*

When does Lilly change her mind about Julius? *(when her cousin Garland says she doesn't like him)*

AFTER READING/RETURN TO PURPOSES

Why do you think Lilly felt like she did when Julius was born? *(Possible answer: She was jealous; she didn't want to share her parents.)*

Why do you think Lily said, "I am queen of the world"? *(Possible answers: Lilly liked to feel important; she liked to play at being the queen.)*

How do the illustrations help you understand the story? *(They show what is happening; they add details to the words.)*

What kind of sister do you think Lilly will be? *(Possible answer: a good big sister, because now she enjoys her brother.)*

FOLLOW-UP ACTIVITIES
.....**Big Sisters**

Ask students what Lilly could do to be a good sister to Julius. Have each student choose an idea, and draw a picture to show the idea. Have them write about their picture.

Lilly's Story

Reread the story that Lilly wrote about her brother. Talk about why her parents didn't like the story. Have partners work together to rewrite the story according to how Lilly felt at the end of the book.

Queen for a Day

Revisit the section of the story where Lilly pretends to be queen of the world. Make a decorated paper crown, and have students take turns being queen or king for a day. Allow the students to have special privileges, and do some planning for the day.

MUFARO'S BEAUTIFUL DAUGHTERS

by John Steptoe

(Give **after** Lesson 140.)

BEFORE READING/SET PURPOSES

Display the book cover and read the title. Identify the author/illustrator. Explain that the story was inspired by a tale told by people living near the Zimbabwe ruins. Details in the illustrations are taken from that region. Point out that the book was a Caldecott Honor Book.

Take a picture walk through several spreads. Ask: *What are the girls doing? How do you think they are feeling? Why do you want to hear this story?*

DURING READING

How does Manyara treat her sister? (*Possible answers: She teases her; she acts jealous.*)

What words describe Nyasha? (*Possible answers: kind, happy, hard-working, generous*)

Why does Manyara set off to see the king alone at night? (*She wants to get there first.*)

What does Manyara see at the castle? (*a snake with five heads who knows all of her faults*)

AFTER READING/RETURN TO PURPOSES

Why do you think the king chose Nyasha to be his queen? (*Nyasha proved herself to be kind and generous.*)

What happened to Manyara after the wedding? (*She became a servant.*)

What do you think the snake might have said to Manyara? (*Answers will vary.*)

How did the illustrations help you to understand the story? (*Possible answers: They showed the environment; they helped to explain what was happening.*)

Would you like to have Nyasha as a sister? Why or why not? (*Answers will vary.*)

FOLLOW-UP ACTIVITIES**Venn Diagram**

Work together to make a list of words that describe Manyara and Nyasha. Then demonstrate how to use a Venn diagram to compare the two sisters. Make sure students understand that the overlapping part of the diagram shows traits that both sisters share.

Continue the Story

Have small groups write about what might happen when Nyasha becomes queen and Manyara is a servant. Have students write their stories and illustrate them. Share the stories with the class.

What's in a Name?

Talk about how people are sometimes named for others in their families or for certain characteristics. Share the fact that the names of the characters in this story are from the Shona language: *Mufaro* means “happy man,” *Nyasha* means “mercy,” *Manyara* means “ashamed,” and *Nyoka* means “snake.” Discuss how the names fit the characters. Invite students to share or write about names in their families.